

Idaho



**Professional
Technical
Education**

Annual Report for FY 2000

Mission Statement

To provide Idaho's youth and adults
with technical skills, knowledge and attitudes
necessary for successful performance
in a highly effective workplace.

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State Board for Professional-Technical Education FY 2000

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Mr. Tom Boyd

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Ms. Karen McGee

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Mr. Roderic Lewis

Dr. Marilyn Howard, Superintendent of Public Instruction

Dr. Gregory Fitch, Executive Director

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State Administrator's Message

Professional-Technical Education in Idaho continued to make significant progress in FY2000. This was the first year in which the Division and the system operated under the new name (the legislature changed the name from Vocational Education to Professional-Technical Education during the 1999 session). Appropriately, a major focus during the year was the development of new and expanded opportunities in high-end technical programs.

The number of professional-technical schools increased from four to eight with enrollments going from 817 to 1,771. Individualized occupational training enrollments increased 47%. Information Networking programs increased to 35 with 1,366 students enrolled. Tech Prep continued to grow with 2,334 students having articulation agreements in FY2000. A new web-based health professionals program was made available to secondary students with 54 students enrolling from 15 rural high schools. Finally, the number of secondary programs increased by 46 with an increased enrollment of 2,688 students. Students from Idaho were very successful in national competitions, indicating the quality of Idaho programs.

Development of industry-based curricula was a focus both at the secondary and postsecondary levels. A new Basic Workplace Competencies guide was published addressing those competencies required in all work settings. Partnerships with business continued to be a key element of program delivery with the development of networking academies, new internship opportunities through programs like AutoYes and significant support for Career Development events.

Finally, the Division was active in a number of collaborative activities designed to improve education in general as well as incorporate Professional-Technical Education into ongoing educational reform efforts.

The Division would like to express its thanks to the Governor, the Legislature, the State Board of Education and its Executive Director, and the many businesses, teachers and administrators that made the successes of this past year possible. We trust this publication will provide answers to many of the questions you might have about Professional-Technical Education. If you need any additional information, please contact us.

Sincerely,

A handwritten signature in black ink that reads "Mike Rush". The signature is written in a cursive, flowing style.

Mike Rush
Administrator

SYSTEM HIGHLIGHTS

- ! Offered education and training to 128,576 high school students, postsecondary students and employed adults.
- ! Placed over 89% secondary and 94% postsecondary completers in jobs or further education.
- ! Developed and published “Basic Workplace Competencies” for professional-technical schools.
- ! Distributed American Careers materials to Idaho’s middle schools as part of an effort to provide current, relevant career information and training to middle school teachers to help students develop parent-approved four-year learning plans.
- ! Collaborated with the Department of Education to revise the Idaho Comprehensive School Counseling Program Model which provides a structure, scope and sequence to provide focused educational and career choices.
- ! Sponsored legislation to expand the definition of “displaced homemaker” in Idaho Code to include single parents. This was needed as a result of changes in federal legislation. The change was approved by the 2000 Legislature.
- ! Collaborated with partners in education on projects including Character Education, Idaho’s MOST, Standards assessment, the Hispanic Education Task Force, the Indian Education Committee and the Idaho Council for Technology and Learning.
- ! Coordinated and facilitated review of National Technology Education Standards, and adopted and implemented standards for Idaho.
- ! Coordinated and facilitated the Farm Crisis Intervention Committee to help provide a network of resources for displaced farmers and ranchers, and their families.
- ! Awarded Network Training grants to school districts in Idaho for instructors and system administrators to receive information technology support and maintenance training.
- ! Awarded 18 Networking Program grants which resulted in training 236 students to help maintain school district information technology infrastructure.

- ! Developed a pilot program in coordination with BSU and the Department of Corrections to deliver training via distance learning to incarcerated men and women at the State Correctional facilities through Idaho's technical college system and the Workforce Training Network.
- ! Completed and distributed the Facilities Planning Guide for secondary professional-technical programs.
- ! Completed and distributed curriculum materials and videos for students who are participating in Individualized Occupational Training programs including workbased experience.
- ! Proposed a total revision of IDAPA 55 Rules for the Professional-Technical Education system in Idaho. The revisions were approved by the 2000 Legislature.
- ! Developed standards and measures for performance related to Perkins III.
- ! Developed and implemented a web-based Fundamentals for Health Professions pilot course in Region II that involved 54 students from 15 rural high schools that previously had not participated in Idaho's secondary health professions.
- ! Highlighted in a national publication (*Techniques*, June 2000, "*Small Potatoes No More*") for innovative uses of technology in professional-technical education.
- ! Laid the foundation for participating in Jobs for American Graduates (JAG) program.
- ! Finalized recommendations of the Professional-Technical Education Task Force and developed strategies and an action plan for recruiting, preparing and retaining professional-technical teachers for the future.
- ! Conducted leadership development institutes for secondary and postsecondary professional-technical student organization state officers.
- ! Featured Charles Ulfers, Site Information Technology Manager for Hewlett-Packard, as the keynote speaker at the Professional-Technical Educators' Summer Conference.

SYSTEM OVERVIEW

Governance

Idaho has a streamlined educational structure with a single State Board of Education responsible for all public education including academic and professional-technical education from kindergarten through graduate school. The single Board of Education structure in Idaho allows for a “seamless”, more accountable system of education, working cohesively for the betterment of the citizens of Idaho.

In 1919, the Idaho Legislature enacted Idaho Code Section 33, Chapter 22, Vocational Education - Federal Aid which designated the State Board of Education as the State Board for Vocational Education. In 1999, the legislature renamed the State Board as the State Board for Professional-Technical Education.

In addition, Idaho Code 33-2205 directs the State Board of Education to appoint an administrator to the State Board for Professional-Technical Education, known as the administrator of professional-technical education. The State Board delegates to the state administrator, the chief executive officer of the statewide system, the responsibility to supervise and manage professional-technical education in Idaho. The division administrator reports to the Board through the Executive Director.

Delivery

Idaho’s Professional-Technical Education System consists of programs and services in secondary schools, the technical college system and a system office – the Division of Professional-Technical Education. Idaho’s Professional-Technical Education System is the state’s primary educational delivery system for preparing Idaho’s workforce.

Professional-technical education programs provide individuals with the technical knowledge and skills needed to prepare for employment in current or emerging fields, or to continue their education. The scope of the Professional-Technical Education System ranges from career awareness and prevocational skill development at the junior high/middle school level to highly specialized, customized training for Idaho industry at the postsecondary level.

The Division of Professional-Technical Education provides leadership, advocacy and technical assistance for professional-technical education in Idaho by targeting resources, organizing and applying industry input, and creating policies and guidelines necessary for high quality technical education.

By combining statewide leadership with locally controlled programs, Idaho is able to deliver efficient, cost-effective professional-technical education. The Professional-Technical Education System enables Idaho to remain economically competitive.

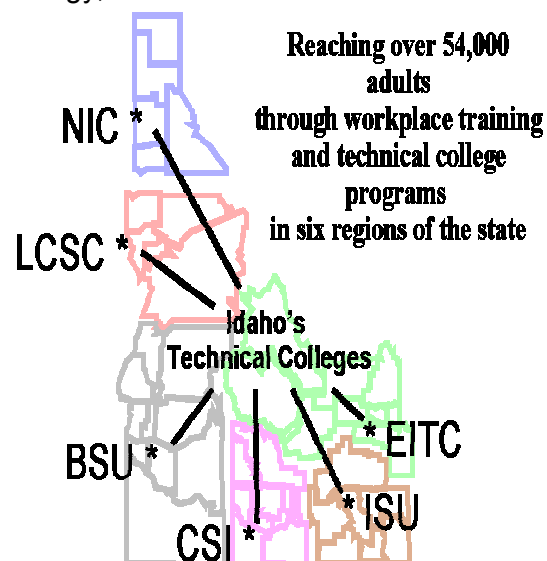
Secondary professional-technical education programs and services are provided through junior high/middle schools, comprehensive high schools, professional-technical schools and through cooperative programs with the technical colleges. One hundred eight (108) school districts have approved professional-technical programs and approximately 97% of high school students took at least one professional-technical class in FY 2000. State professional-technical/vocational funding is provided for approved programs to offset the added costs associated with operating those programs. Federal professional-technical/vocational funds are distributed to school districts to improve professional-technical education programs.

Postsecondary professional-technical education programs and services are delivered through a statewide system of six technical colleges. The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal professional-technical/vocational education funds.

Three of the six technical colleges are located in four-year institutions (Boise State University in Boise, Idaho State University in Pocatello and Lewis-Clark State College in Lewiston), two are located in community colleges (College of Southern Idaho in Twin Falls and North Idaho College in Coeur d'Alene) and one is a stand-alone technical college (Eastern Idaho Technical College in Idaho Falls).

The six technical colleges are:

- ~ Larry G. Selland College of Applied Technology, Boise State University (Boise)
- ~ School of Vocational-Technical Education, College of Southern Idaho (Twin Falls)
- ~ Eastern Idaho Technical College (Idaho Falls)
- ~ School of Applied Technology, Idaho State University (Pocatello)
- ~ School of Technology, Lewis-Clark State College (Lewiston)
- ~ School of Applied Technology, North Idaho College (Coeur d'Alene)



Funding

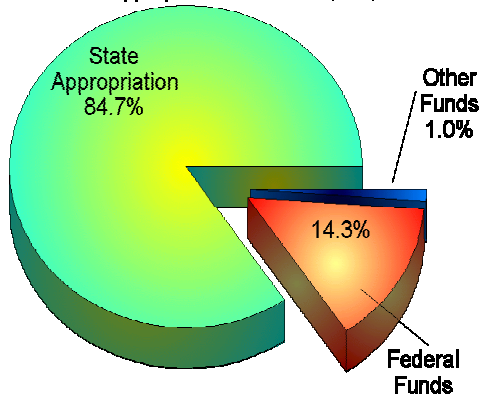
The Idaho Professional-Technical Education System is accountable to Idaho citizens. The Professional-Technical Education System supports the philosophy that Idahoans deserve the highest level of performance at the lowest practical cost.

Distribution

In FY 2000, 2.3% of the total State General Fund was appropriated to the Division of Professional-Technical Education for professional-technical education. The State General Fund and federal resources were the two primary funding sources for Professional-Technical Education. The State General Fund, appropriated by the Idaho Legislature, supplied 84.7% of the budget, and the federal government supplied 14.3%.

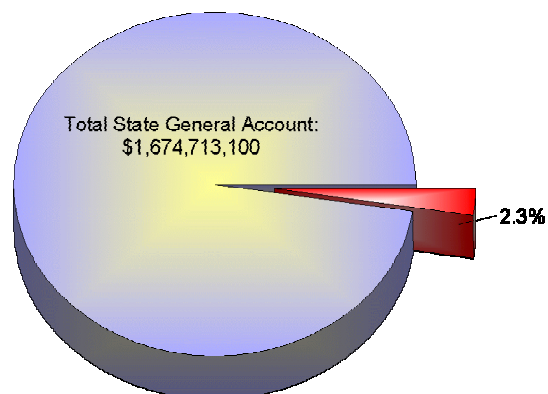
Professional-Technical Education Appropriated Funds

Total Appropriated Funds \$46,380,500



The Division of Professional-Technical Education also fiscally administered the following grants and contracts: JTPA 8% Subgrant and School-to-Work Grant.

Professional-Technical Education State General Fund Appropriation \$39,302,700



Secondary Programs

At the secondary level, state appropriated professional-technical funds provide added-cost funding for professional-technical programs. These funds pay for those costs which are above and beyond the costs of regular instruction and include extended teacher contracts, equipment and supplies. The state is currently reimbursing approximately one-third of these added-costs for operation of high school professional-technical programs. The secondary programs also receive federal professional-technical funds.

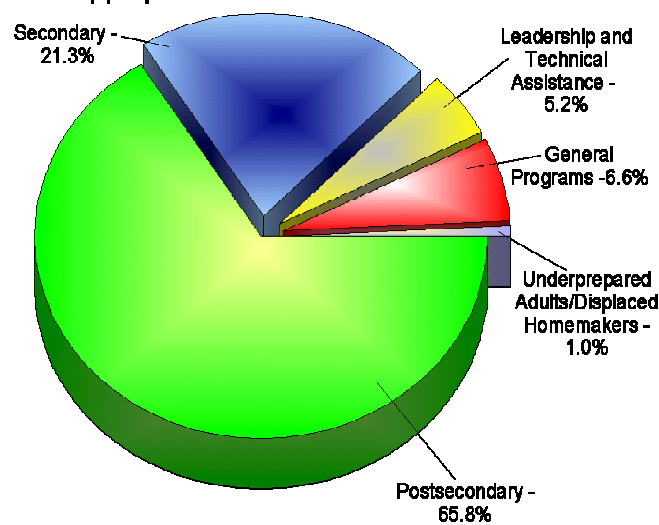
In 1998, the Idaho Legislature passed legislation allowing school districts to establish professional-technical schools that qualify for funding through the Division of Professional-Technical Education. State funded added-cost support units are provided for professional-technical schools to offset higher costs associated with these schools.

Postsecondary Programs

The technical college system is funded through the State General Fund for faculty salaries, operating expenses, capital outlay and local administration. The postsecondary system also receives federal professional-technical education funds. Although student fees help defray the cost of maintaining facilities, grounds and related overhead, the fees are not used to support postsecondary instruction, equipment purchase or replacement at the technical colleges. Student fees are included in the main institutional budgets to support plant maintenance and operations.

Workforce development/customized training (short-term training) for adults is paid primarily by employer contributions and user fees, with additional support from the professional-technical education general program budget.



Use of Appropriated Professional-Technical Funds



PROGRAMS AND SERVICES

Technical training programs provide the foundation for professional-technical education. Specific program content has changed to keep pace with rapid technological advances in the work environment. Idaho's technical training programs and services include:

Agricultural Science and Technology (AST) – These programs prepare secondary and postsecondary students for careers in dynamic, global, natural resource based industries. Rapidly changing technologies lead to exciting new career opportunities in the agricultural community. Environmental management, food quality assurance, biotechnology, horticulture, turf and landscape management, agricultural research, toxicology, aquaculture, communications, international marketing and many other emerging fields all link to the central agricultural core of production, processing and distribution of food and fiber products. Agricultural Science and Technology programs also build global awareness and develop student leadership for the food, fiber and natural resource systems.

	<p>The student organizations affiliated with Agricultural Science and Technology programs is F.F.A./I.P.A.S. – Idaho FFA Association/Intermountain Postsecondary Agriculture Student Organization of Idaho. In FY 2000, there was a total membership of 3,718 in F.F.A. and 72 in P.A.S.</p>
	<p>Fourteen FFA teams from Idaho went to Louisville, Kentucky, to compete in Career Development Events in the fall of 1999. Three Honorary American Degree recipients were recognized: Dr. Maynard Fosberg of Moscow, Gary Abercrombie of Aberdeen, and Donna Hyatt of Payette. Five students were national finalists for proficiency: Zackary Gillette of Burley, Kyla Prunty of Rimrock, Ryn Beck of Burley, Derek Fisher of Meridian, and Kyle Brown of Cambridge.</p>

Career Guidance – These programs and services offer schools the tools to assist students in making educational and career decisions. Special projects help career development programs become more comprehensive. Workshops offered to counselors and other career development staff cover the following areas: Strategic Planning for School Counseling Programs, Planning for Life (a program for recognition of exemplary programs), Dependable Strengths Articulation Process, and Career Development Facilitator Training. To further assist career guidance activities, “Creating Effective Student Learning Plan”, “Exploring Career Pathways”, and “Basic Workplace Competencies” are resources available on the Division website, www.ptc.state.id.us.

Department of Corrections – Professional-technical education courses are offered at the Idaho State Correctional Institution, the Pocatello Women's Correctional Center, the North Idaho Correctional Institution, the Idaho Correctional Institution at Orofino, the Idaho Maximum Security Institution, and the Southern Idaho Correctional Institution.

Individualized Occupational Training (IOT) – These programs combine a school-based career class with work-based technical training. They capitalize on student interests and strengths and extend the range of professional-technical training a school can offer. The programs' design includes three foundational components: school-based, work-based, and connecting activities and prepare students for work or further postsecondary education.

Business and Office Technology -- These programs prepare students for entry into and advancement in business and management careers. Students are able to select and apply the tools of technology as they relate to personal and business decision making. They develop the ability to participate in business transactions in both the domestic and international arenas. Students use accounting procedures to make decisions about planning, organizing and allocating resources. They apply the principles of law in personal and business settings. The Business and Office Technology curriculum provides instruction in the interpersonal, teamwork and leadership skills necessary to function in diverse business settings.

The student organization affiliated with Business and Office Technology programs is B.P.A. – **Business Professionals of America**. In FY 2000, it had a total membership of 2,126.



Students from Highland-Pocatello High School received first place in Financial Analyst Team contest at the National Conference. The team members were Jeff Cluff, Eric Griffith, John McKnight and Bart Ward. Mary Louise Kaufman of Homedale High School took first in the nation in Office Specialist contest. Zak Payne of Troy High School took first in the nation in Application/Interview Skills contest. Four other high school students placed second in the nation in their competitive events. At the postsecondary level, ten students placed first in the nation. Those students were from CSI, ISU, LCSC, Ricks College and U of I.

Farm Business Management – This program is a three-year curriculum to assist farm families to develop the management skills necessary to analyze their business enterprises and operate a profitable business. It is offered through Eastern Idaho Technical College, Idaho State University, College of Southern Idaho, and Boise State University. The BSU program is expanding using distance learning technology to connect to the communities of Council and Lewiston. The CSI program is in the third year of expanding the resources and delivery of the program through the development of the website www.agaction.com. The original purpose -- to deliver course materials and instruction to participants who are not able to attend a classroom -- continues to be a driving force in that effort. In addition to the campus program, the ISU program delivers off-campus programs to the communities of Soda Springs and Firth. All programs collaborate with the Farm Service Agency, an agricultural lender to farmers and ranchers. The FSA requires that borrowers enroll in a Farm Business Management program as a condition of receiving a loan. The programs report enrollment of FSA borrowers and progress in the curriculum to that agency.

Family and Consumer Sciences – This program area helps to prepare students for success in employment and personal life as well as for a variety of careers in early childhood professions, food production and management, housing and interiors, apparel design and merchandising, hospitality and social and human services. Students may apply their knowledge and skills to directly enter the workforce or to continue their education at a technical college or a university. Family and Consumer Sciences education is designed to assist individuals in managing and balancing life in the home, community and workplace.

The student organization affiliated with Family and Consumer Sciences is F.C.C.L.A. – **Family, Career and Community Leaders of America**. In FY 2000, it had a total membership of 1,204 students.

The Master Advisor Award was presented to Missy Wignall of Robert Stuart J.H.S. and the Advisor Mentor Award was presented to Lelle Poppleton of Twin Falls H.S. and Francine Ogden of Council J.H.S. Individual gold medals were awarded to the following students at the National Leadership Meeting: Andrea Haws of Firth H.S. for Focus on Children video; Kristi Shippick of Firth H.S. for Focus on Children Occupational; Kristen Janus of Timberline H.S. for Illustrated Talk; Brittany Hayward of Timberline H.S. for Applied Technology; Deborah Green of Timberline H.S. for Job Interview.



Single Parents and Displaced Homemakers – In Idaho, adult single parents and displaced homemakers are served through a network of counseling centers called Centers for New Directions. Teen parents are served through teen parent programs offered in local high schools as a part of Family and Consumer Sciences programs.

Workforce Training Network – The Workforce Training Network (WTN), under the direction of the State Division of Professional-Technical Education, coordinates training resources from all six Idaho technical colleges plus the departments of Labor and Commerce. Idaho businesses in any region of the state can look to the WTN to deliver training assessment, customized training, and access to statewide resources, equipment, instructors and current technology.

Tech Prep – This initiative was renewed for five more years by Congress under the Carl D. Perkins Vocational and Technical Education Act of 1998. Tech Prep links secondary and postsecondary professional-technical programs through written and approved articulation agreements between high schools and colleges. The new legislation expands and improves Tech Prep programs. These programs prepare students for a degree or certificate in a technical program. The number of approved Tech Prep programs increased from 286 programs in 1999 to 302 programs in 2000.

Academic Skills Development – Idaho technical colleges delivered educational services such as developmental skills education, assessment, counseling, career guidance, and pre-vocational training to help unprepared and underprepared adults succeed in technical education and the workplace.

Health Professions Education – These programs prepare people for careers in Idaho’s health care industry in secondary, postsecondary and short term training settings. The secondary experience allows students to learn about career options and gain some basic competencies, including specific training as health care aides. This past year saw the emergence of the Fundamentals for Health Professions Internet Course in Region 2 as well as the launching of IDAHO-HOSA — a brand new state health professions student organization. The postsecondary experience expands training opportunities in a number of fields including nursing, surgical technology, dental assisting, health information technology, emergency medical technician, medical assisting and physical therapy assisting. This past year the nursing assistant and assistance with medications curricula were revised. Short term “adult-learning” training programs are offered in a variety of areas through the six technical college Workforce Training Network (WTN) centers. These include professional development courses for practical nurses and phlebotomists, nursing assisting and other aide level training programs.

The student organization affiliated with health professions education is H.O.S.A. – **Health Occupations Students of America**. In June of 2000, the Division applied for and received status as IDAHO-HOSA – a chartered state association of HOSA. During FY 2001, IDAHO-HOSA was launched with a task force composed of approximately eight chapter advisors representing approximately 100 students.



Professional Development – Inservice workshops, conferences and training are provided to instructors, administrators, and educators to assure that skills and current methodology are learned, updated and reinforced. The range of activities covers a number of components such as support for university teacher education programs, curriculum development and analysis, resource acquisition and training, and a summer conference for professional-technical educators (which had approximately 800 people in attendance in FY 2000).

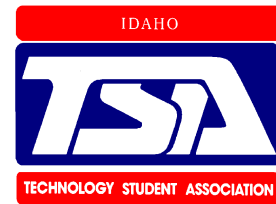
Workforce Development/ Customized Training – This is skill training of less than 960 hours delivered through the technical college system. Training is provided to individuals who need to upgrade their current work skills and/or develop new skills to remain in a current occupation or find new employment. Training can be tailored for a specific industry or company and can assist in providing skills needed for displaced/dislocated workers.

Partnerships – The Division of Professional-Technical Education is the administrative agency for the State Occupational Information Coordinating Council (SOICC) and the Idaho Career Information System (CIS). The Division is also the designated fiscal agency for the state’s School-to-Work Grant. In addition, the Division helps support Idaho’s Adult Basic Education (ABE), facilitates employment readiness, supports the scheduling of statewide activities of the distance learning system and coordinates the delivery of the State of Idaho’s Information Technology Training Program training.

Technology Education – These programs teach students to be technologically literate. Students study, design, research, construct and test structures, materials, and techniques commonly used in today's highly advanced industrial applications. Instruction is centered around informational, physical, and biological/chemical systems. These areas comprise the umbrella of knowledge needed to function in a technological world and include the connections within and among technology, science, mathematics and other academic disciplines. Students develop critical thinking and problem solving abilities at increased levels of complexity.

The student organization affiliated with Technology Education is T.S.A. – **Technology Student Association**. In FY 2000, it had a total membership of 230 students.

Two Idaho schools won awards at National TSA. South Fremont County High School at St. Anthony entered a Computer Construction team which took 10th place. Susan Clements of Centennial High School celebrated a first place win in the Manufacturing Prototype event and also a 7th place win in Research and Design.



Marketing Education –These programs provide classroom instruction and work-based experiences in Marketing, Business, Management and Entrepreneurship, Communication and Interpersonal Skills, and Economics. The following areas of study are presented in terms of their relationship to marketing of goods, services, or ideas: Distribution, Financing, Marketing Information Management, Pricing, Product/Service Management, Promotion and Selling. Youth and adults are prepared for careers in sales, advertising, food and restaurant marketing, hospitality and tourism, hotel and motel marketing/management and international marketing.



The student organization affiliated with Marketing Education is D.E.C.A./D.E.C. – **Students in Marketing Education/Delta Epsilon Chi**. In FY 2000, it had a total membership of 665 students.

Amanda Hallberg from Lewiston High School was a top ten finalist in Retail Marketing Research at the National DECA Career Development Conference. Taylor Davidson from Boise High School placed in the top twenty semi-finalists in Fashion Merchandising Promotion Plan Event. Sandpoint High School's DECA Chapter was one of the top ten DECA chapters nationwide in providing support for the Muscular Dystrophy Association. Ed Benjamin and John Hawkins from Sandpoint placed in the semi-finals for their public relations project.

Emergency Services Training (EST) – Emergency Services Training provides development, planning and coordination of Fire, Rescue and Hazardous Materials training programs for the agencies and personnel within the Idaho Public Safety Sector. EST maintains International Fire Service Accreditation Congress (IFSAC) accreditation to provide the management and oversight of a firefighter certification program. EST also provides guidance and technical training for firefighters in the Associate of Applied Science Degree through the Idaho technical college system. EST works closely with other state, federal and national training agencies to establish national training standards while providing training opportunities that meet those established standards.

Professional Technical Schools -- A professional-technical school is an organized educational setting which offers high-end, state-of-the-art programs and services for high school students. These programs and services are directly related to the preparation of high school students for employment in current or emerging occupations that require other than a baccalaureate or advanced degree. Districts that offer these programs receive additional funding based on .33 of the average daily attendance. In FY 2000, eight schools offered 56 programs to 1,776 students.

Trade and Industry – These programs teach students to be technically prepared for the ever-evolving workplace. Students must be academically prepared with a foundation in science and mathematics. Programs use industry standards as the basis for their curricula and cover approximately 40 occupational areas such as electronics, robotics, automotive technology, welding, graphics and design, computer networking, broadcast technology and journalism. Students at the secondary level follow a three-year sequence of instruction including a multiple period at the senior year to master competencies to meet industry standards. Emphasis in the Trade and Industry area is to obtain occupational skills in order to function as an entry level employee in the workplace of tomorrow. Postsecondary programs prepare students to perform advanced level problem solving and technical skills in the workplace.

The student organization affiliated with Trade and Industry is Skills USA-VICA – **Vocational Industrial Clubs of America**. In FY 2000, it had a total membership of 287 secondary students and 262 postsecondary students.

Idaho had three national winners at Skills USA in Kansas City this year: Greg Beal from ISU's Aviation Maintenance program took a first place award; Jeremy Hencley from ISU's Collision Repair program took the Silver Medal for second place; and Alex Beal from BSU's Diesel Technology program took the Silver Medal in Extemporaneous Speaking. Idaho also had ten top ten winners.



RESULTS

System

- ! Continued to use a five-year strategic planning model to assist in the effective and efficient use of resource management. Modification of the Division's FY2000 - FY2005 plan mirrors the State Board of Education Five-Year Strategic Plan by incorporating their quality, access, relevance and efficiency goals. This approach to the five-year planning model ensures the Division's objectives will support and enhance those of the State Board of Education and the professional-technical system.
- ! Federal funding for the Centers for New Directions was eliminated in FY 1999, resulting in a reduction in services provided. With continued support from state funding and the technical colleges, the Centers provided services to 1,026 single parents and displaced homemakers. Sixty-two percent of those served entered jobs and/or training programs: 309 entered the labor market, 331 entered school/training, and 153 enrolled non-traditional training.
- ! The Workforce Training Network, under the guidance of Lewis-Clark State College, is working with local industries and several manufacturers to develop a mobile Electro-Hydraulic trainer. The trainer will be used to provide training at the industry sites or at any of the six technical colleges in basic, intermediate and advanced hydraulics, RS logic and mechatronics. The development of the mobile trainer is in response to requests from business and industry around the state for needed training.
- ! North Idaho College served as the lead institution for the Workforce Training Network to work with the Real Estate Commission to develop Real Estate Essentials and Real Estate Practices as basic courses for preparing for licensure in Idaho. These courses will be provided on CD Rom to allow students the opportunity to study at their convenience and are a part of an effort to provide the public with a cost effective way to gain knowledge in the real estate field. Other real estate courses in continuing education are in various developmental states and will be provided state wide.
- ! Collaborated with Department of Labor and Department of Administration to provide 4,152 state agency employees with information technology and e-learning training through the Information Technology Training Program.

Secondary Programs

- ! The number of approved secondary professional-technical education programs increased from 674 in FY 1999 to 720 in FY 2000.
- ! The number of high school students enrolling in professional-technical education programs increased by 3.77% from FY 1999 in comparison to a .51% growth in overall secondary enrollment.
- ! The number of students enrolled in Individualized Occupational Training programs increased from 2,568 in FY 1999 to 3,787 in FY 2000.
- ! Secondary students attained positive placement of 93%.
- ! 88.3% of secondary completers demonstrated mastery of the competencies in capstone courses.
- ! A total of 1,366 students were enrolled in the 35 Information Networking Technologies programs delivered statewide.
- ! Awarded 18 Networking Program grants which resulted in training 236 students to help maintain school district information technology infrastructure.
- ! Increased the number of Tech Prep articulation agreements from 286 in FY 1999 to 302 in FY 2000.
- ! Increased the number of Professional Technical Schools from four in FY 1999 to eight in FY 2000.
- ! Developed and implemented a web-based Fundamentals for Health Professions pilot course in Region II that involved 54 students from 15 rural high schools that previously had not participated in Idaho's secondary health professions.
- ! Demonstrated program quality through success of students in national competitions.
 - " Five students were national finalists for FFA proficiency awards: Zackary Gillette of Burley, Kyla Prunty of Rimrock, Ryn Beck of Burley, Derek Fisher of Meridian, and Kyle Brown of Cambridge.
 - " South Fremont County High School at St. Anthony took 10th place in Computer Construction at the Technology Students Association conference. Also, Susan Clements of Centennial High School took first place in Manufacturing Prototype and 7th place in Research and Design.

- " Four students from Highland-Pocatello High School won first place in the Financial Analyst Team at the national Business Professionals of America conference: Jeff Cluff, Eric Griffith, John McKnight and Bart Ward. Also, Mary Louise Kaufman of Homedale High School took first in the nation in Office Specialist and Zak Payne of Troy High School took first in the nation in Application/Interview Skills contest.
- " Gold medals were awarded to the following students at the national Family, Career and Community Leaders of America Leadership Meeting: Andrea Haws of Firth H.S. for Focus on Children video; Kristi Shippick of Firth H.S. for Focus on Children Occupational; Kristen Janus of Timberline H.S. for Illustrated Talk; Brittany Hayward of Timberline H.S. for Applied Technology; Deborah Green of Timberline H.S. for Job Interview.
- " Amanda Hallberg from Lewiston High School was a top ten finalist in Retail Marketing Research at the national Career Development Conference for Distributive Education Clubs of America. Taylor Davidson from Boise High School placed in the top twenty semi-finalists in Fashion Merchandising Promotion Plan Event. Sandpoint High School's DECA Chapter was one of the top ten DECA chapters nationwide in providing support for the Muscular Dystrophy Association. Ed Benjamin and John Hawkins from Sandpoint placed in the semi-finals for their public relations project.

Secondary Professional-Technical Education Enrollments

	1995	1996	1997	1998	1999	2000	1-Yr % Change	5-Yr % Change
High School (1)	71,561	73,591	75,921	75,611	76,118	76,509	0.51	6.91
Prof-Tech Ed Totals (2)	52,410	58,689	62,085	65,408	71,323	74,011	3.77	41.22
Ag Science & Technology	7,750	8,045	8,737	8,971	9,427	9,293	-1.42	19.91
Business Education	15,790	17,696	17,995	19,321	21,459	22,280	3.83	41.10
Health Professions Education	929	1,416	1,300	1,427	1,901	2,197	15.57	136.49
Family Consumer Sciences	15,801	15,656	15,657	16,224	17,157	16,158	-5.82	2.26
Occup Family Consumer Sciences	569	656	743	787	889	1,086	22.16	90.86
Marketing Education	1,681	1,837	1,896	1,896	2,221	2,110	-5.00	25.52
Technology Education	4,237	7,050	7,861	7,460	8,098	8,121	0.28	91.67
Trade and Industry	5,296	5,971	6,720	7,359	7,573	8,979	18.57	69.54
Multi Occupations (3)	357	362	282	168	30	0	N/A	N/A
Individualized Occupational Training			894	1,795	2,568	3,787	47.47	N/A
Special Populations (4)	(14,712)	(14,954)	(16,456)	(16,540)	(19,666)	(19,899)	1.18	35.26
Tech Prep (5)	402	958	1,446	2,358	1,620 (6)	2,334	44.07	480.60

(1) Public School Grades 9-12. Numbers do NOT include ungraded secondary students.

(2) Enrollments are unduplicated within program areas, but it is possible that some duplication will occur between program areas (i.e. a student who is enrolled in classes in both Business and Graphic Arts).

(3) Multi-Occupations has been gradually replaced by Individualized Occupational Training (IOT).

(4) These numbers reflect students who are included in the program enrollments above.

(5) These students have signed up for a four-year program culminating in a postsecondary AAS degree or other two-year postsecondary education. Most of these students are enrolled in the professional-technical program areas listed above.

(6) This drop was due in large part to a revision in the way tech prep students were tracked and counted.

Secondary Hispanic & American Indian Enrollments Fiscal Year Comparison

HISPANIC

DIVISION	FY 1998 ENROLLMENT			FY 1999 ENROLLMENT			FY 2000 ENROLLMENT		
	Total	Hispanic	%	Total	Hispanic	%	Total	Hispanic	%
I.O.T.	1,795	179	9.97	2,568	227	8.84	3,787	344	9.08
Multi-Occupations	168	1	0.60	30	3	10.00	0	0	n/a
Ag Science/Technology	8,971	445	4.96	9,427	579	6.14	9,293	585	6.30
Marketing Education	1,896	118	6.22	2,221	162	7.29	2,110	202	9.57
Health Occupations	1,427	101	7.08	1,901	122	6.42	2,197	179	8.15
Business Education	19,321	1,499	7.76	21,459	1,834	8.55	22,280	1,968	8.83
Family/Cons Sciences	16,224	1,695	10.45	17,157	1,917	11.17	16,158	1,762	10.90
Occup Fam/Cons Sci	787	131	16.65	889	136	15.30	1,086	186	17.13
Tech Education	7,460	365	4.89	8,098	477	5.89	8,121	476	5.86
Trade/Industry	7,359	571	7.76	7,573	668	8.82	8,979	717	7.99
TOTALS	65,408	5,105	7.80	71,323	6,125	8.59	74,011	6,419	8.67

AMERICAN INDIAN

DIVISION	FY 1998 ENROLLMENT			FY 1999 ENROLLMENT			FY 2000 ENROLLMENT		
	Total	Am Indian	%	Total	Am Indian	%	Total	Am Indian	%
I.O.T.	1,795	50	2.79	2,568	24	0.93	3,787	34	0.90
Multi-Occupations	168	2	1.19	30	0	0.00	0	0	n/a
Ag Science/Technology	8,971	145	1.62	9,427	122	1.29	9,293	142	1.53
Marketing Education	1,896	4	0.21	2,221	11	0.50	2,110	17	0.81
Health Occupations	1,427	8	0.56	1,901	17	0.89	2,197	16	0.73
Business Education	19,321	281	1.45	21,459	238	1.11	22,280	264	1.18
Family/Cons Sciences	16,224	222	1.37	17,157	187	1.09	16,158	231	1.43
Occup Fam/Cons Sci	787	28	3.56	889	13	1.46	1,086	12	1.11
Tech Education	7,460	66	0.88	8,098	74	0.91	8,121	117	1.44
Trade/Industry	7,359	51	0.69	7,573	47	0.62	8,979	67	0.75
TOTALS	65,408	857	1.31	71,323	733	1.03	74,011	900	1.22

Postsecondary Programs

- ! Postsecondary professional-technical education completers attained positive placement of 95.4%.
- ! Fourteen computer related AAS/Certificate Programs were offered.
- ! 1,269 students were enrolled in business technology, software engineering, computer applications, customer service, network support, A+ computer support, and computer networking technology courses.
- ! Workforce Training Fund grants were received to provide customized training to more than 749 new Idaho employees (provided training for 6 out of 12 companies awarded grants in FY 2000).
- ! Workforce and customized training was delivered to 42,203 adults for retraining and upgrading work skills through 2,750 short-term training classes.
- ! The number of approved postsecondary professional-technical education programs decreased from 152 to 151. (Boise and Nampa Practical Nursing programs combined at BSU.)
- ! Fire service, hazardous materials and emergency services training was delivered to 5,715 emergency personnel.
- ! Flashover Survival Training was delivered to 537 firefighters and Multi-Hazard for Schools Training was delivered to 235 school district personnel.
- ! The number of full-time equivalent postsecondary AAS Degree/Certificate students increased by 1.46%.
- ! The number of students enrolled in short-term classes increased by 15.49%.
- ! At the postsecondary level, 262 Hispanic students (compared to 255 in FY 1999) and 146 Native American students (147 in FY 1999) were enrolled.
- ! A pilot program was developed in coordination with BSU and the Department of Corrections to deliver training via distance learning to incarcerated men and women at the State Correctional facilities through Idaho's technical college system and the Workforce Training Network.
- ! Course delivery and video conferencing for state agencies, business and industry and postsecondary institutions were provided via the distance learning network.

- ! A statewide assessment of the Department of Transportation employees via the Workforce Training Network was conducted and courses were delivered to improve employee performance.
- ! Ten postsecondary Business Professionals of America students placed first in the nation at the national conference. Those students were from CSI, ISU, LCSC, Ricks College and U of I.
- ! Idaho had three national winners at the Skills USA-VICA (Vocational Industrial Clubs of America) conference in Kansas City this year: Greg Beal from ISU's Aviation Maintenance program took a first place award; Jeremy Hencley from ISU's Collision Repair program took the Silver Medal for second place; and Alex Beal from BSU's Diesel Technology program took the Silver Medal in Extemporaneous Speaking. Idaho also had ten top ten winners.

Postsecondary Professional-Technical Enrollments

	TOTAL	BSU	CSI	EITC	ISU	LCSC	NIC
<u>AAS/Cert. Enrollment</u>							
Accrued Headcount	6,647	1,259	1,555	1,197	1,606	485	545
Student VFTE (1)	3,950	896	617	424	1,234	399	380
No. of Programs	151	35	26	17	35	18	20
<u>Short-Term Training</u>							
Accrued Headcount (2)	47,918	7,984	2,920	16,000	8,139	3,261	9,614
Short-Term Training	42,203	6,224	1,906	15,622	6,974	2,826	8,651
Hazardous Materials Trng	1,621	785	288	78	310	65	95
Fire Service Training	4,094	975	726	300	855	370	868
Student VFTE	1,120	266	92	252	167	135	208
Number of Classes	3,089	648	244	253	610	535	799
<u>Total Enrollments</u>							
AAS/Cert. & Short Term Accrued Headcount	54,565	9,243	4,475	17,197	9,745	3,746	10,159
AAS/Cert. & Short-Term Accrued VFTE	5,070	1,162	709	676	1,401	534	588
<u>Other Enrollments/Services</u>							
Center/New Directions	1,370	198	294	94	493	172	119
Adult Basic Education		Data not available until November 2000					
Corrections	26						

(1) Vocational Full-Time Equivalent

(2) The Short-term Training accrued headcount, student VFTE and number classes include all Short-Term, Hazardous Materials, Fire Service and Emergency Medical Training data.

Postsecondary Hispanic & American Indian Enrollments Fiscal Year Comparison

HISPANIC

DIVISION	FY 1998 ENROLLMENT			FY 1999 ENROLLMENT			FY 2000 ENROLLMENT		
	Total	Hispanic	%	Total	Hispanic	%	Total	Hispanic	%
Agriculture	584	5	0.86	512	4	0.78	422	4	0.95
Marketing	616	15	2.44	838	16	1.91	223	8	3.59
Health Occupations	647	22	3.40	680	22	3.24	742	34	4.58
Business Technology	1,871	62	3.31	1,827	78	4.27	2,282	92	4.03
Occup Fam/Cons	262	19	7.25	242	18	7.44	263	22	8.37
Technical Occupations	809	43	5.32	960	51	5.31	954	37	3.88
Trade & Industry	1,501	64	4.26	1,470	66	4.49	1,578	65	4.12
TOTALS (1)	6,290	230	3.66	6,529	255	3.91	6,464	262	4.05

AMERICAN INDIAN

DIVISION	FY 1998 ENROLLMENT			FY 1999 ENROLLMENT			FY 2000 ENROLLMENT		
	Total	Am Indian	%	Total	Am Indian	%	Total	Am Indian	%
Agriculture	584	30	5.14	512	26	5.08	422	16	3.79
Marketing	616	14	2.27	838	14	1.67	223	10	4.48
Health Occupations	647	9	1.39	680	8	1.18	742	14	1.89
Business Technology	1,871	36	1.92	1,827	36	1.97	2,282	38	1.67
Occup Fam/Cons Sciences	262	16	6.11	242	12	4.96	263	15	5.70
Technical Occupations	809	14	1.73	960	15	1.56	954	17	1.78
Trade & Industry	1,501	38	2.53	1,470	36	2.45	1,578	36	2.28
TOTALS	6,290	157	2.50	6,529	147	2.25	6,464	146	2.26

- (1) The total enrollment numbers do not include 139 (FY98), 125 (FY99) and 183 (FY00) Pre-vocational students. Those enrollments are not broken down by division or ethnicity, therefore they cannot be used in the percentage calculations.

Postsecondary Fiscal Year Enrollment History

	1995	1996	1997	1998	1999	2000	Percent of Change 1 Year %	5 Year %
<u>Boise State University</u>								
AAS/Certificate								
Student VFTE	710	759	807	829	904	896	-0.89%	26.20%
Accrued Headcount	1,011	1,054	1,095	1,098	1,235	1,259	1.94%	24.53%
Short-Term								
Student VFTE	336	354	327	306	325	266	-18.15%	-20.83%
Accrued Headcount	11,757	12,397	10,762	9,029	9,286	7,984	-14.02%	-32.09%
<u>College of Southern Idaho</u>								
AAS/Certificate								
Student VFTE	440	477	589	542	576	617	7.12%	40.23%
Accrued Headcount	1,161	1,230	1,166	1,203	1,217	1,555	27.77%	33.94%
Short-Term								
Student VFTE	113	120	129	147	119	92	-22.69%	-18.58%
Accrued Headcount	3,860	3,530	3,293	4,790	3,457	2,920	-15.53%	-24.35%
<u>Eastern Idaho Tech College</u>								
AAS/Certificate								
Student VFTE	413	404	348	370	386	424	9.84%	2.66%
Accrued Headcount	532	554	601	1,301	1,495	1,197	-19.93%	125.00%
Short-Term								
Student VFTE	180	143	104	42	124	252	103.23%	40.00%
Accrued Headcount	5,918	5,913	4,594	2,479	6,933	16,000	130.78%	170.36%
<u>Idaho State University</u>								
AAS/Certificate								
Student VFTE	1,113	1,211	1,147	1,191	1,234	1,234	0.00%	10.87%
Accrued Headcount	1,538	1,485	1,571	1,673	1,654	1,606	-2.90%	4.42%
Short-Term								
Student VFTE	149	186	179	170	165	167	1.21%	12.08%
Accrued Headcount	6,395	8,132	8,028	10,170	6,985	8,139	16.52%	27.27%
<u>Lewis-Clark State College</u>								
AAS/Certificate								
Student VFTE	477	454	422	410	425	399	-6.12%	-16.35%
Accrued Headcount	843	687	677	688	583	485	-16.81%	-42.47%
Short-Term								
Student VFTE	148	140	92	80	128	135	5.47%	-8.78%
Accrued Headcount	3,383	4,371	3,035	4,216	4,851	3,261	-32.78%	-3.61%
<u>North Idaho College</u>								
AAS/Certificate								
Student VFTE	275	272	328	362	368	380	3.26%	38.18%
Accrued Headcount	404	357	454	466	470	545	15.96%	34.90%
Short-Term								
Student VFTE	188	156	185	159	621	208	-66.51%	10.64%
Accrued Headcount	6,324	6,428	6,979	9,029	9,978	9,614	-3.65%	52.02%
<u>TOTAL</u>								
AAS/Certificate Student								
VFTE	3,428	3,577	3,641	3,704	3,893	3,950	1.46%	15.23%
Accrued Headcount	5,489	5,367	5,564	6,429	6,654	6,647	-0.11%	21.10%
Short-Term Student								
VFTE	1,114	1,099	1,016	904	1,482	1,120	-24.43%	0.54%
Accrued Headcount	37,637	40,771	36,691	39,713	41,490	47,918	15.49%	27.32%

Postsecondary Enrollment by Division

DIVISION	AAS Certificate	Short-Term Training
Agriculture	442	319
Marketing	223	4,579
Health	742	8,616
Business	2,282	12,169
Occupational Family and Consumer Sciences	263	2,074
Technical	954	655
Trade and Industry	1,578	13,791
Pre Voc	183	
Fire Service Training		4,094
Hazardous Materials Training		1,621
TOTALS	6,647	47,918

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